



Content and Language Allocation Plan for Dual Language Programs

School-based Dual Language Leadership in Action

Nov. 1, 2019 | Santiago Sanchez

Agenda

- Welcome & Objectives
- Introduction Activity
- Why is Leadership Important in a Dual Language Program?
- The Basics of Dual Language Programs
- The Content and Language Allocation Plan
- School-based Dual Language Leadership Team
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Training Objectives

This training is designed to allow participants an in-depth understanding of the importance of establishing a school-based dual language leadership team to:

- Define the bilingual model and the content and language allocation plan to implement a dual language program,
- Strengthen instructional practices and provide high-quality instruction for all students enrolled in a bilingual classroom, and
- Enforce equity practices and advocate for high-quality teaching-learning experiences for all staff and students participating in a dual language program.

Introduction Activity

At your table:

- 1) Read the questions provided in the handout page 1, part I and write:
 - 😎 One successful practice,
 - 🙄 One practice that is in progress, and
 - 😞 One practice that needs improvement.
- 2) Talk with a partner about the practice that you have seen and heard in a dual language classrooms/schools.
- 3) Reflect on your own experience and answer the questions provided in the handout page 1, part II.

Why is Leadership Important in a Dual Language Program?

Resilient Schools for Emergent Bilinguals

Two major problems:

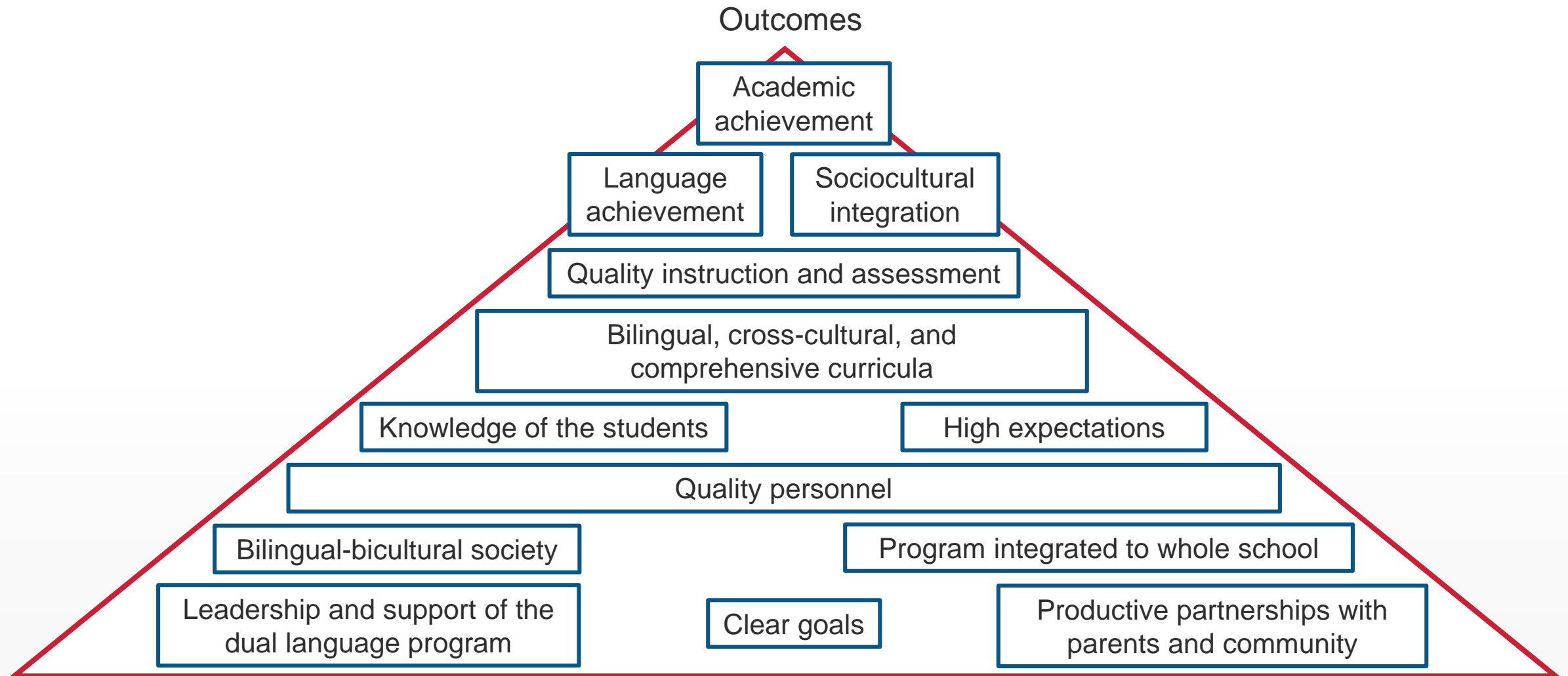
A diagram consisting of two large, thick, red arrows pointing in opposite directions. The left arrow points left and contains the text 'Limiting the goal of language-minority students' education to learning English.' The right arrow points right and contains the text 'Focus on language and program models.' The two arrows are connected at their inner ends by a curved, ribbon-like shape.

Limiting the goal of language-minority students' education to learning English.

Focus on language and program models.

Successful schools create a productive academic environment and promote an accepting community in which emergent bilingual students can learn to embrace their new language and culture, while maintaining their respect for their own language and cultural identity.

Quality Dual Language Education



School-Based Dual Language Leadership Team

“It is not enough that principals tolerate the bilingual program; they must understand what works and take an active role in the education of emergent bilingual students (Rogers, 2016).”

Academic leaders in a dual language program should:

- Become familiar with research and practices in bilingual education,
- Include bilingual teachers in the development and implementation of educational goals,
- Promote collaboration among bilingual and main stream teachers,
- Hire bilingual staff members from students’ cultures,
- Encourage participation of bilingual students’ parents, and
- Support all staff’s participation in professional development focused on emergent bilingual students.

The Key Role of School Principals

Strong leaders collaborate with staff and parents in developing goals and objectives.

Goals:

The goals are desired results that your school wants to achieve.

Should be clear to staff, parents, and students.

Disseminate the dual language program goals to teachers through professional development.

School leaders might use goals to inform strategies to parents and guide teachers to implement a dual language program.

Objectives:

The objectives define specific actions each staff member must take to achieve the goals.


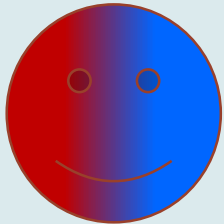

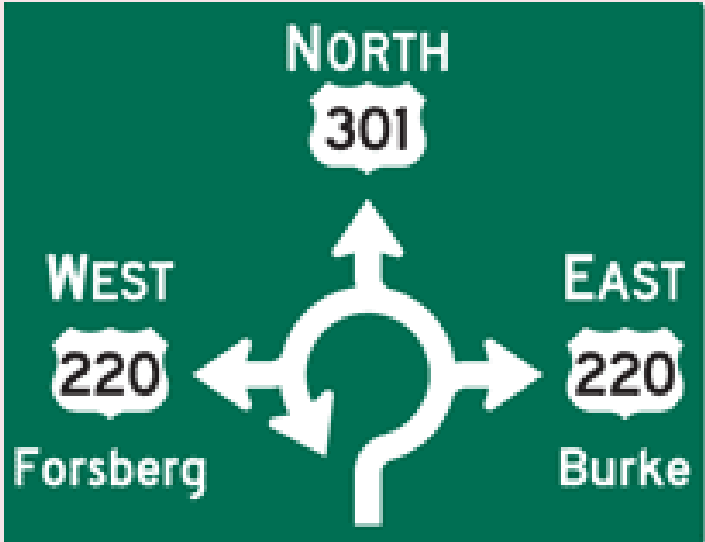
Align strategies and activities to the dual language program model.

Measure progress and facilitate academic attainment.

Promote community engagement. For example: Parent-Teacher Advisory Committee (PTAC).

The use of students' native language is an integral part of the goal and objectives of developing language proficiency.

A Vision for a Dual Language Program

General Education		Dual Language
 <p>Students</p>	<p>Educational Goal or Vision</p>	 <p>Students</p>
	<p>Support Systems & Curricular Design</p>	

Sustaining a Positive Change



Dual language education programs often wane at the middle and high school levels.



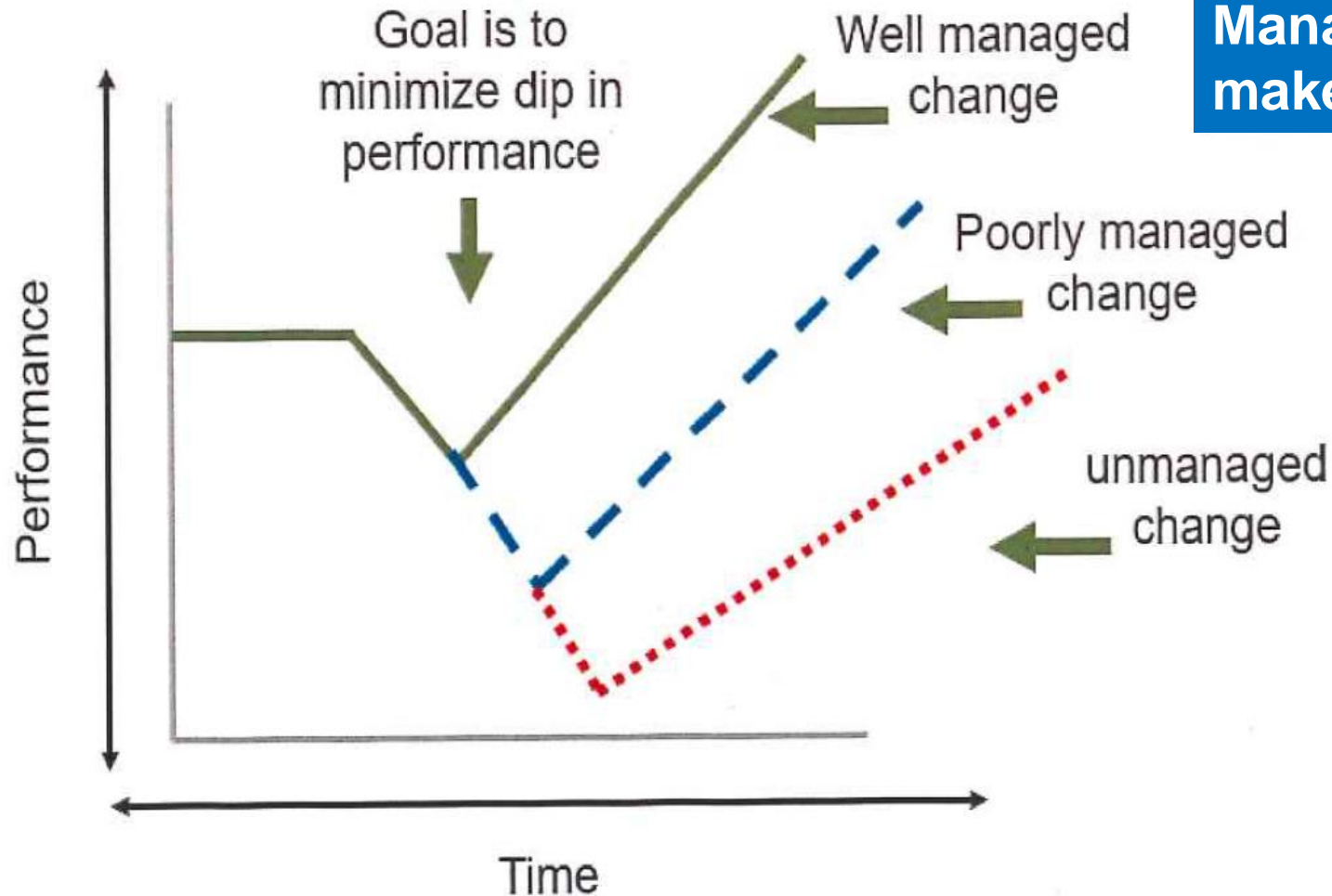
Dual language implementation at the secondary level presents different challenges than those for elementary school.



Challenges include:

- Initial program design and structures,
- Scheduling,
- Hiring of teachers certified in the content areas, and
- Academically proficient teachers in the target language.

How Change Affects Performance



Managing change makes a difference

- As dual language programs develop, administrators and teachers need to remain open and willing to be flexible and make needed changes.
- To make informed decisions, it is important to have ongoing professional development, drawing on experts in dual language, and to read recent research about dual language programs.

The Basics of Dual Language Programs

The Three Pillars of Dual Language Education



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“Equity has a meaning that is unique to dual language because this type of program is intended to challenge power structures by raising the status of the language spoken by minority students and giving value to their linguistic expertise, and by making school responsive to and relevant for minority students (Sugarman, 2012).”

Dual Language Education

Two-way Dual Language

- Bilingual Immersion.
- Two language groups schooled through their two languages.
- At least 1/3 of the students should be native English speakers.
- Ideally 50% of the students are native English speakers and the other 50% are speakers of the partner language.
- Native speaking peers for both languages provide opportunities for interactive exchange among students.

One-way Dual Language

- Developmental and maintenance.
- One language group schooled through their two languages.
- Minority language speakers are enrolled and the full curriculum is taught through English and the minority language (i.e., Spanish, Mandarin, French).
- It is a common program implemented in school communities that have very few native English speakers.

One-way Heritage Language and Language Restoration

- Indigenous communities.
- From an indigenous perspective, the mother language serves as a basic and fundamental source of identity, sacredness, and strength of an individual, family, and community.
- Each program has its own unique heritage language, some of which are not written languages.

Dual Language Program Models

50:50

- Instructional time is divided equally between the two languages from the first year of schooling.
- Simultaneous biliteracy acquisition.
- Explicit teaching of listening, speaking, reading, and writing skills takes place within thematic language arts instructional blocks.

9:10

- Students are immersed 90% of the instructional time in the partner language (not English).
- The English 10% of the time must be focused on ESL/ELD.
- Include structured oral language activities that extend what the students are doing in the partner language.

Reduce Redundancy

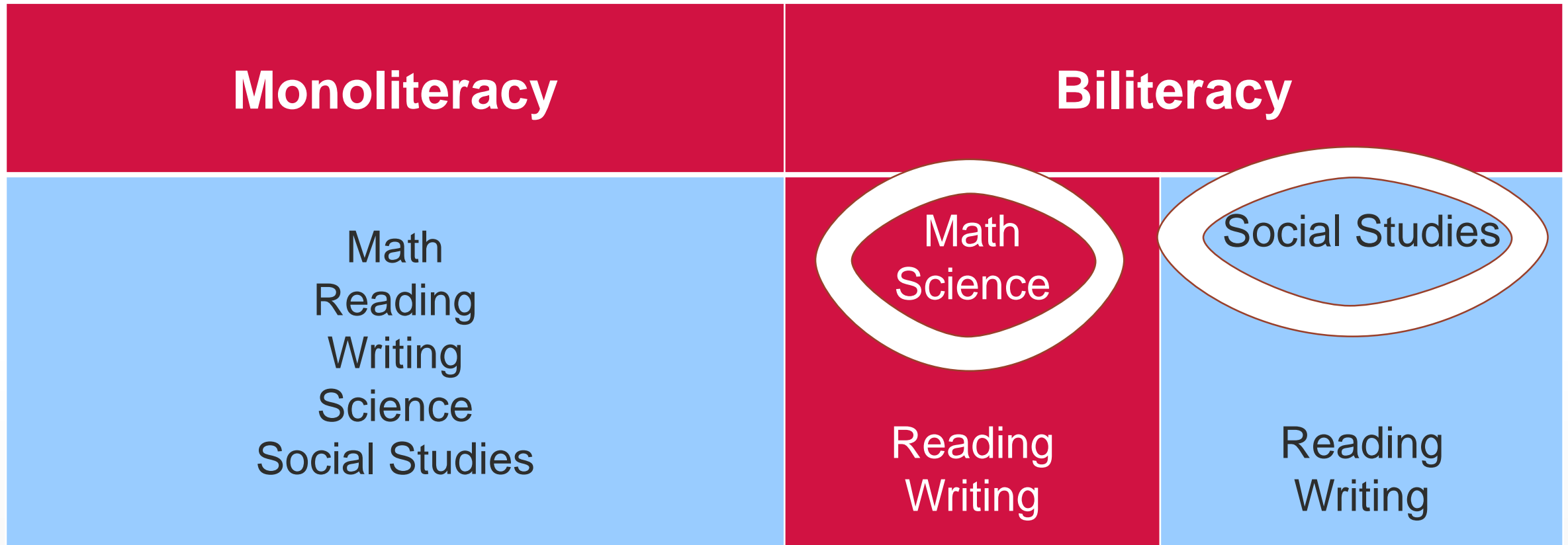
Monoliteracy	Biliteracy	
<p>Math Reading Writing Science Social Studies</p>	<p>Math Reading Writing Science Social Studies</p>	<p>Math Reading Writing Science Social Studies</p>



The instruction in English and the partner language are simultaneously interconnected at different times during the day. It contrasts sharply with instruction models where a strict separation of languages is enforced.

Reduce Redundancy – Be Strategic

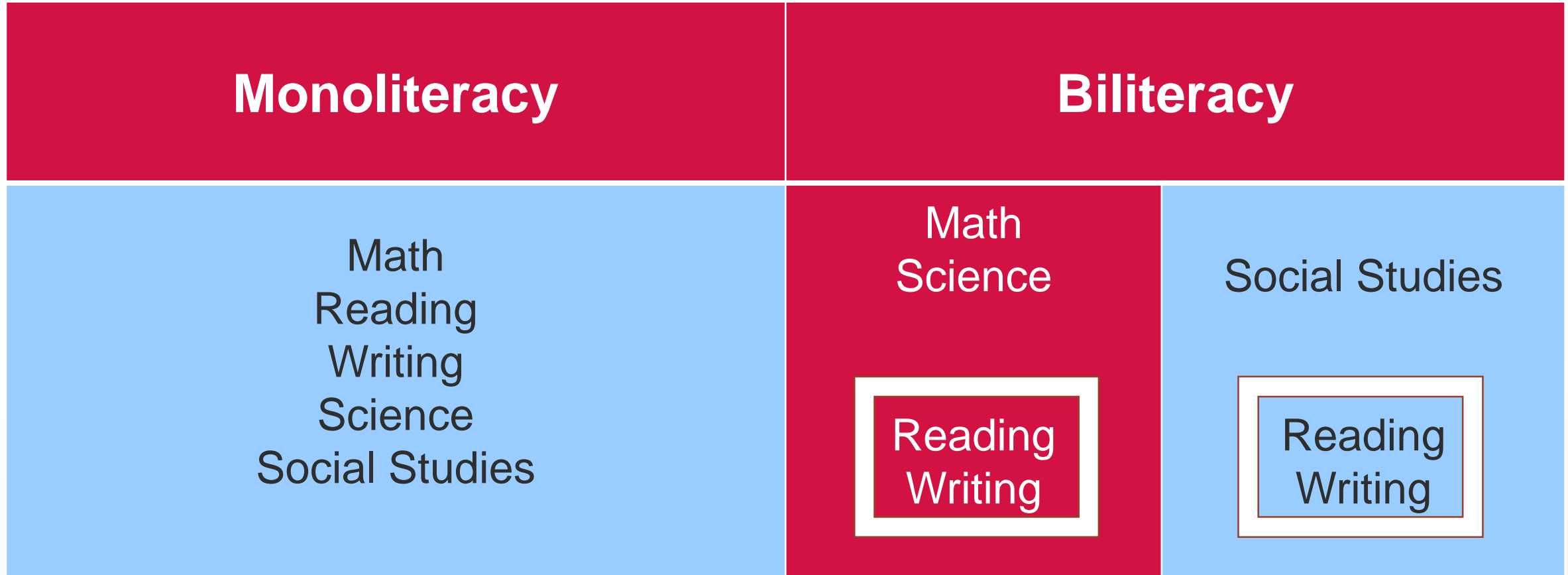
Separate content by language.



The development of metalanguage results in an improved ability to compare languages in terms of words and sentences structures, and an enhanced ability to transfer conceptual knowledge and skills across languages.

Reduce Redundancy – Be Strategic

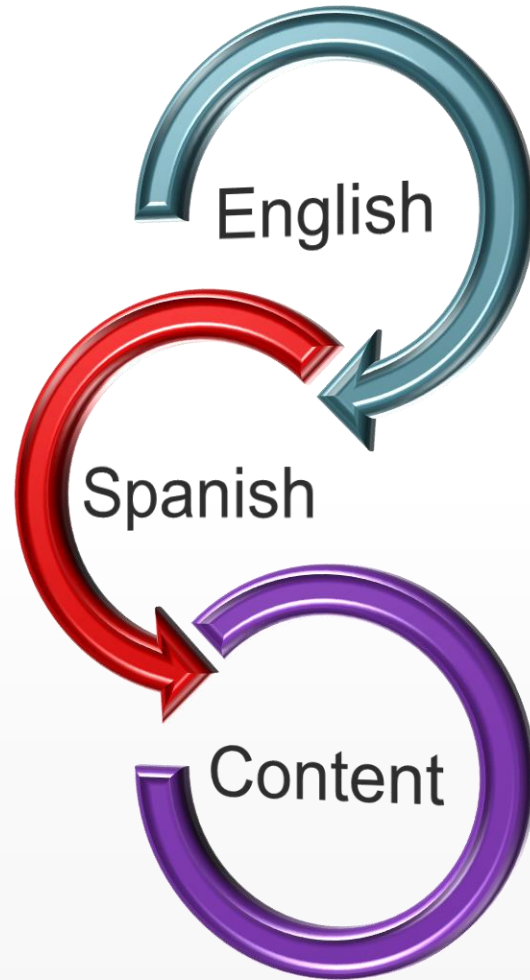
Carefully select the literacy standards for each language.



Children are taught how to apply the skills and strategies across languages and to see similarities as well as language-specific differences.

The Content and Language Allocation Plan

Content and Language Allocation Plan



Strategically assigning content and language percentage for each grade level is called a content and language allocation plan.

Dual Language School Profile

Dual Language School Profile		School Year: _____
1. School:	2. Principal:	
3. Dual language leadership team members:	4. Status: ___ Initial Plan ___ Continuing Plan ___ Reviewing Plan ___ Changing Plan	
5. Program	6. Enrollment	
___ Dual Language Two-Way ___ Dual Language One-Way ___ Other: _____	Total # of students enrolled in the school: _____ Total # of English learners in the school: _____ # of students enrolled in dual language: _____ # of English learners enrolled in dual language: _____	
7. Grade(s) Providing Dual Language Instruction:		

Dual Language School Profile (Sample)

8. Staff:

___ Self-contained bilingual teacher
___ Team-teaching

9. Dual language program model:

___ 50:50
___ 90:10

10. Core instructional materials:

Language Arts: _____ E S
Mathematics: _____ E S
Science: _____ E S
Social Studies: _____ E S

11. Supplemental materials:

___ Antología – Santillana (S)
___ Reading A-Z (E&S)
___ Text Connections (E&S)
___ Calle de la lectura (S)
___ Classroom Libraries (E&S)

12. MTSS instructional materials:

___ Lexia (E) ___ Estrellita (S)
___ Hopscotch (E&S) ___ Escalera (S)
___ Imagine Learning (E) ___ AIMS (S)
___ Sistema de Intervención de Lectura (S)

13. Assessments:

Grade-level proficiency: PARCC
Language proficiency: ACCESS
Reading level: DRA & EDL
Progress Monitoring: DIBELS & IDEL
Other: _____

Content and Language Allocation Plan

50:50 Program Model

Grade	Language	Subject				Instruction delivered by:	Period of Instruction
K	English	Reading	Writing	Social Studies	ELD	Teacher A	SY
	Spanish	Reading	Writing	Math	Science	Teacher B	SY
1 st	English	Reading	Writing	Math	Science	Teacher A	SY
	Spanish	Reading	Writing	Social Studies	SLD	Teacher B	SY
2 nd	English	Reading	Writing	Social Studies	ELD	Teacher A	SY
	Spanish	Reading	Writing	Math	Science	Teacher B	SY
3 rd	English	Reading	Writing	Math	Science	Teacher A	SY
	Spanish	Reading	Writing	Social Studies	SLD	Teacher B	SY
4 th	English	Reading	Writing	Social Studies	ELD	Teacher A	SY
	Spanish	Reading	Writing	Math	Science	Teacher B	SY
5 th	English	Reading	Writing	Math	Science	Teacher A	SY
	Spanish	Reading	Writing	Social Studies	SLD	Teacher B	SY

Content and Language Allocation Plan

90:10 Program Model

- Grade: K
- Model: 90:10

Language Arts 120 min.	Math 90 min.	Science / Social Studies 45 min.
Language Development – Spanish 75 min.	Math – Spanish 80 min.	Science / Social Studies – Spanish 45 min.
Writing – Spanish 30 min.		
Cross-language connection 25 min.		
Daily Minutes of Instruction: 255		

- Grade: 1st
- Model: 80:20

Language Arts 120 min.	Math 90 min.	Science / Social Studies 45 min.
Language Development – Spanish 70 min.	Math – Spanish 70 min.	Science / Social Studies – Spanish 45 min.
Writing – Spanish 25 min.		
English language development 25 min.		
Cross-language connection 25 min.		
Daily Minutes of Instruction: 255		

Content and Language Allocation Plan

90:10 Program Model

- Grade: 2nd
- Model: 70:30

Language Arts 120 min.	Math 90 min.	Science / Social Studies 45 min.
Language Development – Spanish 50 min.	Math – Spanish 60 min.	Science / Social Studies – Spanish 45 min.
Writing – Spanish 30 min.		
English language development 50 min.		
Cross-language Connection 25 min.		
Daily minutes of instruction: 255		

- Grade: 3rd
- Model: 60:40

Language Arts 120 min.	Math 90 min.	Science / Social Studies 45 min.
Language Development – Spanish 50 min.	Math – Spanish 50 min.	Science / Social Studies – Spanish 45 min.
Writing – Spanish 20 min.		
English language development 70 min.		
Cross-language Connection 25 min.		
Daily minutes of instruction: 255		

School-based Dual Language Leadership Team

School-based Dual Language Leadership Team Members

The dual language leadership team is integrated by individuals who:

- Have extensive knowledge of the dual language education,
- Have implemented second language acquisition strategies,
- Are bilinguals,
- Know about bilingual and immersion education theory and research,
- Have demonstrated effective classroom practices, and
- Can work together to implement a model correctly.

The team's knowledge about and experiences with bilingual education programs influences their level of support and success.

The Objectives

The school-based dual language leadership team will:

- Shape the school culture,
- Define the dual language model that will be implemented,
- Design, select, supplement, or modify the curriculum and instructional materials,
- Set expectations for teachers, students, parents, and community members,
- Create a content and language allocation plan, and
- Create a schedule that reflects the content and language allocation plan.

Final Remarks

Today, I learned...

I found interesting...

A question that I still have is...

Q & A

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